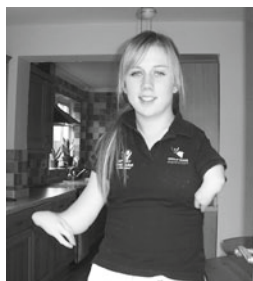


Before you watch

Look at the pictures and tell your partner what you can remember about Emma Kent.

**While you watch****1 About the riding centre**

Mark the statements *T* (true) or *F* (false). Correct the false statements.

- 1 The riding centre is near Emma's house.
- 2 Emma has lessons at the riding centre every day.
- 3 Valerie and Ken run the riding school.
- 4 There are fourteen horses at the riding centre.
- 5 The youngest riders are 17 years old.
- 6 All of the riders have some kind of disability.
- 7 Some of the riders have been in accidents.

☐
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2 Emma sets an example

What do Valerie and Ken think about Emma? Listen and complete the text with the missing words.

Emma is ¹
 woman. She's ²
 to ³ here.
 They ⁴ what
⁵ achieved and that ⁶
 them ⁷ to ⁸ the
⁹

3 Emma in action

Watch Emma and order the events.

- a ☐ Emma rides Gentle to practise.
- b ☐ The trainer warms up Gentle.
- c ☐ Emma and her mum groom Gentle.
- d ☐ They put on Gentle's saddle.
- e ☐ Emma's mum helps Emma put on her boots.
- f ☐ They put bandages on Gentle's legs.

4 Emma's achievements

Listen to Emma. Circle the correct answer.

- 1 Emma takes part in a lot of riding activities / competitions .
- 2 She *has* / *hasn't* taken part in international competitions.
- 3 She's won a *few* / *lot of* awards.
- 4 She wants to represent Great Britain in the 2012 / 2016 Paralympics.
- 5 Emma and Gentle will need hard work and some *luck* / *money* .

After you watch

Imagine you work for a radio station. You are going to interview Emma for a programme about young sportspeople and their plans for the future. Work in pairs. Write the questions that you want to ask Emma. One of you is the interviewer, the other is Emma Kent. Act out your interview.

3

It's All About Me: The riding centre

Programme overview

SUMMARY

It's All About Me: Part 2 continues from Part 1, looking at a day in the life of Emma Kent. This time we see Emma training at the riding centre and hear about the other people who use the centre. We also hear Emma talking about her achievements, and her ambitions, which include wanting to participate in Great Britain's riding team at the Paralympics. The 'para' in 'paralympics' derives from the Greek meaning 'alongside', so it refers to the way the Games run in parallel to the Olympic Games. For more information about the Paralympic Games, have a look at: <http://www.paralympic.org>

LANGUAGE

This programme corresponds to Unit 4 of *English in Mind* Second edition Level 3.

Grammar: Future review (Unit 4)

Time conjunctions (Unit 4)

Future predictions (Unit 4)

Before you watch

This task gets students to engage with the video by remembering what they know about Emma. Ask students what they remember about Emma from Part 1. If you want students to watch the whole of the programme before doing the *While you watch* tasks, ask them to write questions for information that they would like to know about Emma (e.g. *How often does she practise riding?*). Write their ideas on the board, then play the programme all the way through and ask them which of their questions have been answered.

While you watch

1 About the riding centre

This activity practises listening for specific detail. Give students time to read the statements before watching. Then watch Section 1 and ask students if the statements are true or false. If they are false, students should correct them.

Answers

- 1 T
- 2 F (Emma goes to the riding centre for lessons three times a week.)
- 3 T
- 4 T
- 5 F (The youngest riders are 17 months old.)
- 6 T
- 7 T

2 Emma sets an example

This is quite a challenging dictogloss task where students have to reconstruct a short text. Play Section 2 several times for students to fill in the gaps. If it's too difficult to do individually, gather the answers of the whole class and reconstruct the text as a group effort. Alternatively, divide the students into teams and award one point for each gap that they complete correctly.

Answers 1 an amazing young 2 a fantastic example
3 other people 4 can see 5 she's 6 makes 7 want 8 do
9 same

3 Emma in action

Watch Section 3 and ask students to order the sentences.

Answers a 6 b 4 c 1 d 3 e 5 f 2

4 Emma's achievements

Watch Section 4 and ask students to choose the correct word to complete the sentences.

Answers 1 competitions 2 has 3 lot of 4 2012 5 luck

After you watch

This activity practises oral fluency and should revise the future forms that students have focused on in Unit 4 of *English in Mind* Second edition Level 3. Put students in pairs and ask them to imagine they work for a radio station. Tell them that they are going to interview Emma for a programme about young sportspeople and their plans for the future. Give students time to think about questions they would ask Emma, then ask students to role play the interview. Encourage students to ask questions about her future plans. At the end of the task, ask several pairs to perform the interview. Alternatively, if you have recording equipment, you could record all the interviews and listen to them in the following class.